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ABSTRACT

The guide outlines activities through which students, teachers, and administrators can initiate and implement a program providing an opportunity for parents and others in the community to visit the school and receive instruction from area experts on consumer education topics. The suggestions are based on experience at Western Illinois University but modifications have been made so that the plan can also be used in high schools. Twelve steps for planning and conducting community consumer education nights are detailed for the consumer education teacher. Information for the principal or other school administrator stresses the public service value of the programs. Other instructions are for class committees (courtesy, promotion, and audio visual), the coordinator (student-chosen assistant to the teacher and treasurer), and the speakers' assistants (who function as a program committee). Samples of forms, letters, and promotional materials used in planning and conducting the program are included. (Author/MS)

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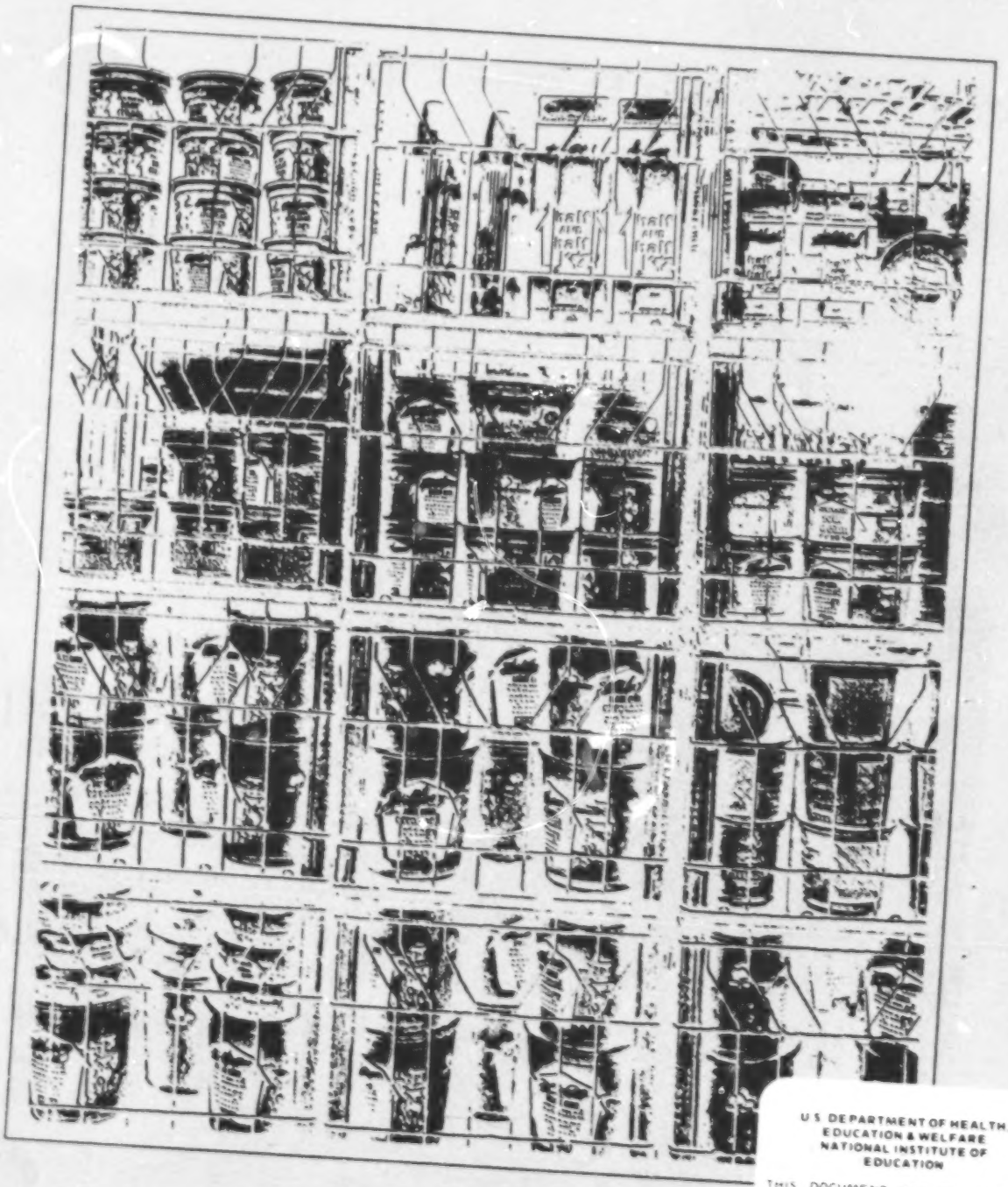
Consumer Education Nights

The Office of the Superintendent of Public Instruction
State of Illinois

Michael J. Bakalis
Superintendent



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Consumer Education:

How To Conduct Community Consumer Education Nights

The Office of the Superintendent of
Public Instruction
State of Illinois
Michael J. Bakalis
Superintendent

FOREWORD

In today's world the importance of consumer education cannot be over-emphasized. This is especially true in a period of ever-declining purchasing power.

This unique guide presents a practical approach toward involving the community in the educational process. Through this outline of activities students, teachers, and administrators will be able to initiate and implement a program increasing the competency of consumers now and in the future.

This publication was prepared as a result of a very successful public service program. The Office of the Superintendent of Public Instruction is appreciative of the efforts of those involved in the preparation of this guide.

Michael J. Bakalis

The Consumer Education Unit of the Department

of Instruction gratefully acknowledges

ROSS E. LOWE

and

PATRICIA TRESCH

as authors of this publication.

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FOR THE CONSUMER EDUCATION TEACHER

TWELVE STEPS IN PLANNING AND CONDUCTING COMMUNITY CONSUMER EDUCATION NIGHTS

An Overview

A teacher who seeks to generate new interest in the consumer education course and also make a worthwhile contribution to community life may find he can accomplish both through COMMUNITY CONSUMER EDUCATION NIGHT.

Consumer Ed Night presents an opportunity for parents and others in the community to visit the school and receive instructions from area experts on consumer education topics. Who, in a period of ever-declining purchasing power, would not be interested in learning, "How to Save Money on Food," "How to Budget," or "How to Save on Auto Repair Costs"? A program of this type was well received by townspeople when presented by the Department of Business Education and Administrative Office Management at Western Illinois University. It resulted in a packed parking lot on the "big night," widespread praise for the school program, and the dissemination of many good, practical ideas on the subject of fighting inflation.

Every consumer education student can play a responsible role in planning, developing, promoting, and carrying out COMMUNITY CONSUMER EDUCATION NIGHT. Possible side benefits are unlimited: disinterested students can become champions of the educational process as they change roles and find themselves responsible for getting profitable information across to parents and patrons; critics of school costs and curricula may become school boosters as they participate in the program; and school administrators can be expected to view kindly any department which conducts a project that reflects so favorably on the entire school system.

The Twelve Steps

The following steps are suggested for planning and implementing COMMUNITY CONSUMER EDUCATION NIGHT. They are based on the experience at Western Illinois University, but modifications have been made so the plan can be used with students of high school age as well.

Step 1. Obtain Approval of the Concept from School Administrators.

You can imagine the disappointment your students would experience if you suggested the idea of COMMUNITY CONSUMER EDUCATION NIGHT to them and secured their enthusiastic endorsement, only to learn that the principal does not go along with the idea. His approval should therefore be secured in advance.

Leave with the administrator a copy of "For the Principal," pages 16 through 18, at the time you make an appointment to see him. Hopefully he will read the material prior to your conference. This message presents the concept, lists advantages of the program, and urges his support. It also includes a list of topics which are appropriate for consumer ed nights.

Student involvement in planning is essential to staging a successful program, but careful preplanning on your own part is equally important. In preparing for your conference with the principal, you should think through the program you propose in some detail, anticipate problems with which you may have to deal, and be prepared to suggest solutions to those problems. Among topics the principal may want to discuss are these:

1. Nature and scope of the program you propose
2. Amount of school funds which will be needed, if any
3. Whether the program can be completed in one evening

4. Number and location of classrooms which will be required
5. Security measures which must be taken
6. Possible speakers
7. Arrangements for parking
8. Supplies and equipment which the school will be asked to furnish
9. Proposed coffee stations
10. Plans for minimizing interference with regularly-scheduled evening classes
11. Names of colleagues who will probably be willing to assist with the program

The project must, of course, have the prior approval of the department head if your school has designated a chairman. Perhaps he will be expected to make the initial presentation of the plan to the principal, or he may wish to attend your conference with the principal.

Step 2. Approach the Consumer Education Class with the Idea and Determine Whether They are Interested in Sponsoring the Project, Remembering that Enthusiasm is Contagious.

A consumer education class should be action oriented, and conducting COMMUNITY CONSUMER EDUCATION NIGHT will probably appeal to most students. They will be more receptive to the idea, however, after they have developed first-hand awareness of the value of the subject. Although approaches and the sequence of topics will vary among consumer education classes, assume students have

1. Discussed budgeting procedures, examined a case study showing "How Budgeting Saved the Barker Family from Bankruptcy," and developed trial budgets of their own
2. Examined advantages and abuses of installment purchasing; computed the added cost of credit in specific instances; and discussed fraudulent practices in the area of credit
3. Analyzed advertisements, labels, and warranties

4. Made surveys revealing dollars-and-cents savings which can result from comparison shopping

5. Observed a demonstration on How to Buy a Used Car

6. Learned what avenues are open to the consumer who feels he has been taken advantage of or defrauded; been instructed in the work of the Consumer Fraud Division of the Attorney General's Office; and learned how to file an action in Small Claims Court.

With this or a similar background of experience, the students should want to learn even more and also be eager to share their knowledge with others. Each teacher will be in a position to evaluate possible approaches in "selling" the class on the idea of sponsoring Consumer Ed Night, but the following points are worthy of emphasis:

1. Our economic system functions more effectively when consumers are well informed; therefore, we have an obligation to assist others in their efforts to develop consumer skills and to accumulate information about goods and services.

2. Far too many adults depend almost exclusively on advertisements and commercials for information to guide them in purchasing. They need to know how to evaluate these sources of information and how to locate other sources.

3. We can add to our knowledge by having experts (a) tell us how to battle inflation, and (b) inform us about the market, business practices, taxes, and products. By conducting Consumer Education Nights, we can arrange for others in the community to join us as we listen to experts.

4. Parents dispense advice to their children daily; this program provides them with an opportunity to learn from, and through, their own offspring.

Students should be reminded that Consumer Ed Night, if adopted, will be THEIR project; and its success will depend on THEIR efforts.

Step 3. Have the Class as a Whole Determine Topics to be Covered and Identify Possible Speakers for These Topics.

This can be one of the most exciting and beneficial phases of the program. It provides students with an opportunity to recall earlier lessons

from their own consumer education course, forces an evaluation of the content, and causes them to reflect on matters of concern to all consumers.

The class should choose a theme for COMMUNITY CONSUMER EDUCATION NIGHT and identify the specific topics which will contribute to that theme. Examples in this publication emphasize "Developing Consumer Skills" and "Fighting Inflation," for the subject matter is pertinent and a program of this type can be made to appeal to various age groups and economic levels. Problems common to patrons served by the school should, of course, be the determining factor in planning the program.

The consumer education teacher will probably want to conduct one session himself. Businessmen, physicians, attorneys, teachers from other departments, college professors from area institutions, bankers, local government officials, and representatives from State and Federal agencies will also willingly speak on topics in their areas of expertise.

Spending part of a class period identifying possible speakers can be especially educational. Students from a variety of backgrounds will be able to supply names of officials and professional people unknown to other members of the class. The final result should be a list of speakers representing an impressive pool of talent. This discussion will enable students to become better acquainted with the functions of various offices and professions, and perhaps lead to increased respect for adult members of the community as their contributions to society are weighed.

Sometimes a person with expertise in a given area may not be accustomed to speaking before groups. His mini-course could fail to live up to its potential if he conducted it himself, yet his knowledge is important to the success of the program. A possible solution is for the consumer education teacher to make the presentation, using the expert

as a resource person who could clear up technical points during the lecture and participate later in a question-and-answer period.

SUGGESTED TOPICS AND SPEAKERS FOR COMMUNITY CONSUMER EDUCATION NIGHTS

Topics	Speakers
Buying Government Securities	Local Banker
Earning More Interest on Savings	Local Banker or Savings and Loan Official
Financing a College Education	Financial Aids Officer, Area University
Fraudulent Practices You Should Know About	Federal Trade Commission Representative
Getting the Most From Food Stamps	Public Assistance Official
How to Buy Furniture	Home Economics Teacher
How to Buy Appliances	Home Economics Teacher
How to Buy a Used Car	Auto Mechanics Teacher
How to Analyze Ads and Labels	Consumer Education Teacher
How to Save Money on Clothing	Home Extension Advisor
How to Evaluate Mutual Funds	Finance Professor, Area University
How to Plant a Garden	Home Extension Advisor
How to Keep your Motorbike in Repair	Consumer Education Student
Steps in Personal Budgeting	Consumer Education Teacher
The USDA and Consumers	USDA Representative
Ways to Save on Food	Home Extension Advisor
Ways to Save on Auto Repairs	Auto Mechanics Teacher
Ways to Save on Health Dollars	Member, Local Medical Society
Ways to Save on Vacation Dollars	Professor of Health & Recreation, Area University
What You Should Know About Social Security	Field Representative, Social Security Administration
What You Should Know About Home Owners Insurance	Member, Local Association of Insurance Agents
What You Should Know About Your Life Insurance Policy	Member, Local Association of Insurance Agents
What You Should Know About Consumer Protection	States Attorney
What You Should Know About Credit	Credit Bureau Manager
What You Should Know About Home Buying	Member, Home Builders Association
What You Should Know About Stocks and Bonds	Local Broker
What You Should Know About Wills and Estates	Member, Local Legal Society
Work of the FDA	FDA Consumer Specialist
Work of the FTC	FTC Representative
Your Rights as a Tenant	Legal Aid Representative
Your Welfare Rights	Legal Aid Representative

"Local Taxation" is a subject of major interest in many communities, especially where Revenue Sharing did not bring about a reduction in the local tax rate. An entire evening's program could be built around this theme, including discussions by the mayor and city council members of such topics as:

How the City Budget is Prepared
How Property is Assessed for Tax Purposes
Revenue Sharing and the Budget
Revenue Sources for the City
The School Budget
The Budget for City Hospital
What Each Agency is Doing to Reduce Costs

Another COMMUNITY CONSUMER EDUCATION NIGHT could be planned around the topic of Personal Income Taxes, with tax experts from the area university and the Internal Revenue Service conducting sessions on Minimizing Taxes, Tax Forms, Exemptions and Deductions, Nature of Income, Handling Capital Gains, and Computing Taxes.

Step 4. Decide on a Budget and a Method of Financing the Project.

A tentative budget figure should be decided upon during the initial discussion of COMMUNITY CONSUMER EDUCATION NIGHT. Later, when students have had an opportunity to price needed supplies and services, a firm budget should be drawn up. This must be done as soon as possible, so committees will be apprised of the amount of money they have available and can thus plan realistically.

Speakers should be asked to donate their services and any materials they plan to distribute. The school should be asked to supply at a minimum: duplicating supplies, posterboard, audio-visual materials, and stationery. Committee members will want to engage in comparison shopping, secure any

applicable discounts, and arrange for the return to merchants of any unused materials for full credit. Suggestions for keeping expenditures to a minimum are contained in INSTRUCTIONS FOR COMMITTEES, pages 22 through 43.

Advertising will probably account for most of the expenditures, but there will also be costs in connection with coffee service and keeping a filmed record of the program. Pictures taken at this time can be used later for bulletin board displays during Education Week, Parents' Night, and on similar occasions.

Arrangements must be made for financing the program, as there will be inevitable expenses. Perhaps the school administration will agree to underwrite the project. Otherwise, depending on school and community policy, class members may choose to raise money in one of several ways, including:

1. Selling candy or baked goods at school or at the shopping district
2. Conducting a Saturday morning car wash
3. Charging for refreshments at Consumer Ed Night
4. Making a small admission charge at the door during Consumer Ed Night
5. Managing the concession stand at one or more ball games

Step 5. Reserve with the School Office an Appropriate Date Which is Relatively Free from Conflicts with Other School and Community Activities.

The establishment of a definite date for conducting COMMUNITY CONSUMER EDUCATION NIGHT must be given immediate consideration; this information is essential before committees can schedule their work effectively, extend invitations to prospective speakers, and reserve facilities and equipment.

Lead time of at least six weeks is recommended, especially if a number of guest lecturers will be involved. Some of them may have few open dates on their calendars, and others may ask for "two or three days to think it over" before agreeing to participate in the program. These speakers must have a reasonable period in which to plan their remarks, perhaps order brochures from trade associations or other agencies, and provide Speakers' Assistants with data to be used in the preparation of visuals. Committees, too, need adequate time in which to meet their obligations and deal with unexpected problems which arise.

Step 6. Decide on a Time Allowance for Each Presentation.

When students are discussing a time schedule for the program, they should be reminded that a 60-minute class period may seem unduly long to inexperienced speakers and to adults unaccustomed to attending class. On the other hand, 30 minutes is often scarcely adequate for the discussion of any topic worthy of inclusion in a Consumer Ed Night program. Perhaps 40 minutes is the optimum time for each presentation, from the viewpoint of both speakers and listeners. Major points made during the class period can be supplemented by handouts distributed at each session. A reasonable schedule for an evening's program, with those in attendance choosing one mini-course each period, is:

7:00 - 7:40

12 Ways to Save on Food
12 Ways to Save on Auto Repairs
12 Ways to Save on Your Health Dollar

7:50 - 8:30

12 Steps in Personal Budgeting
12 Things You Should Know About Social Security
12 Things You Should Know About Homeowners Insurance

8:30 - 8:45
Coffee Break

8:45 - 9:25

Repeat of All Six Mini-Courses

The division of Consumer Ed Night into periods of equal length facilitates the scheduling of classes and enables those present to attend a maximum number of "mini-courses." Although it will be difficult to do justice to some topics in a single period, allowing a double period for any one of the presentations appears to create more problems than it solves. An entire evening's program could be devoted to a topic when exhaustive treatment is desired; and this would be quite appropriate when the subject is "The City Budget and Property Taxes," "Your Personal Income Taxes," or, perhaps, "Maintaining Your Automobile."

Step 7. Elect a Student Co-ordinator to Act as Treasurer and to Assist the Teacher (Who May Take the Title of Director).

The teacher, as director of Consumer Education Night, will find himself engaged unnecessarily in detail work if he does not have an assistant. It is suggested that a responsible student who can work effectively with others be chosen by the class to act as co-ordinator. This student should learn what each committee is responsible for, draw up a time schedule for the accomplishment of each task, receive reports from committee chairmen, and keep the director informed. The co-ordinator will also attend joint meetings with the director and committee chairmen and make periodic progress reports to the class. He should be empowered to offer advice to committees and make decisions when the director is not available.

The co-ordinator should receive monies generated by class activities in connection with the project, issue receipts, and keep a careful record of those receipts. It is his responsibility to disburse funds, with

the director's approval, and to keep receipted bills evidencing payment. As treasurer of the project, he is in a position to inform the director of the cash position at any time and to see that budgeted figures are not overspent.

Step 8. Divide the Class Into Committees According to Interests, and Have Each Choose a Chairman to Report to the Co-ordinator and Director.

Among committees which will be needed, and representative responsibilities, are:

PROMOTION: arrange for radio and television public service announcements and appearances; compose spot announcements for possible use on radio; write press releases and advertisements for newspapers; arrange for posters and their display; ask for marquee space at drive-ins and other businesses which provide this service.

COURTESY: take care of all correspondence; plan and conduct registration; prepare and serve coffee; prepare audience evaluation forms.

SPEAKERS' ASSISTANTS: arrange for speakers; accept assignment to one speaker and help him in the preparation of visual aids and other materials; assist in demonstrations during the lecture; distribute materials during the period and collect evaluation forms when the session ends.

AUDIO-VISUAL: locate, place, and operate equipment as needed; keep a filmed record of the project from planning stage through the presentation of all mini-courses; return equipment at the conclusion of the program.

After the class has voted to sponsor this project, the teacher should describe the work of various committees and permit students to volunteer for assignment to one of them. These preferences should be honored whenever possible, and a minimum amount of suasion on the part of the teacher

will no doubt make possible the adequate staffing of all committees. Class members should be reminded that their obligation to work for the success of the entire program is in no way limited by their assignment to a committee.

Each committee, under the leadership of a chairman selected by its membership, should draw up a time schedule listing in detail those jobs which are to be done and a completion date for each. A copy of this schedule should be given to the co-ordinator and any failure to meet a deadline reported to him at once.

Local conditions may make necessary the formation of additional committees. For example, if all expenses are to be met by the class, a FINANCE committee may be formed to plan and supervise money-raising activities.

Step 9. Committees Begin Work. They Plan Activities, Secure Approval of the Director, and Make Periodic Progress Reports to the Co-ordinator.

Committees will be expected to make their own arrangements for meetings. However, a few minutes of the class period can be given over to this activity when necessary. The co-ordinator should give a brief progress report to the entire class once a week. He may want to call upon committee chairmen for details. These discussions will also provide an opportunity for members of the class to suggest solutions to problems which have arisen and to volunteer information about free or low-cost sources of needed materials.

The instructor may choose to use a peer rating technique for evaluating contributions of committee members, in which case each student should be given a copy of the form presented below. It is to be completed as a part of Step 12.

EVALUATION OF COMMITTEE MEMBERS' CONTRIBUTIONS

_____
Name of Committee Member Being Evaluated

Individual score for cooperation and effort: 8 7 6 5 4 3 2 1

An "8" rating is the highest attainable; a "1" is the lowest.

Step 10. Present Community Consumer Education Night in Accordance With Plans Made Earlier, With Each Student Meeting His Assigned Responsibility.

The co-ordinator should maintain a master schedule which shows what duty each class member has, period by period, during the night of the presentation. Members of the COURTESY, AUDIO-VISUAL, and SPEAKERS' ASSISTANTS committees will be busy with responsibilities they have been planning for weeks; PROMOTION committee members, with earlier duties completed by this time, will be available to serve as hosts and hostesses, assist in serving coffee, and to act as trouble shooters.

Committee chairmen must arrange time schedules so that members may receive maximum benefit themselves from the lectures. Certainly each member of the class should have an opportunity to attend at least one session. It is important that the teacher have no speaking responsibilities during the first period. Every effort should be made to arrange for his participation in mini-courses during periods two and three, however.

Step 11. Hold Consumer Education Class Celebration at the Local Pizza Parlor.

Planning Consumer Ed Night requires optimum effort by all concerned and leaves little time for planning a celebration. Students enjoy recognition for a job well done, though, and an "after the show" dinner is appropriate. This should be an informal gathering, without a planned program,

held at a restaurant where students will feel comfortable. Arrangements should have been made beforehand by one of the existing committees, which based final decisions on: (1) a class discussion of restaurant and menu preferences, and (2) an investigation into reservations possibilities and prices. Each student will be expected to pay for his own meal, but perhaps taxes and gratuities can be met from funds the class raised toward Consumer Ed Night expenses.

Step 12. Evaluate the Program and Draw Up Suggestions for Next Term's Class Should it Decide to Conduct COMMUNITY CONSUMER EDUCATION NIGHT.

An attractive display of any pictures taken by the AUDIO-VISUAL COMMITTEE, if available, will make an exciting contribution to the class meeting devoted to evaluation. Students will want to share with the class compliments received about the program, and some time should be given over to this activity. The instructor will no doubt add to these remarks before summarizing AUDIENCE EVALUATION FORM responses. (Uncomplimentary comments made by the audience about individual speakers should not be revealed to the class, but the teacher will want to make a mental note of them.)

Committees may be given time to prepare and deliver final reports, in which they evaluate the program and committee structure, note special problems encountered, and suggest changes. Reports from the co-ordinator and director are also in order. These materials are to be saved for next term's class, along with suggested topics for future programs.

Each student is expected to complete for every member of his committee a form entitled EVALUATION OF COMMITTEE MEMBERS' CONTRIBUTIONS and turn these in, unsigned, to the instructor.

In subsequent class meetings, members of the class will be asked to tell what they learned in various mini-courses they attended.

It has been demonstrated that COMMUNITY CONSUMER EDUCATION NIGHT can be an exciting educational experience for students in consumer education classes and for the entire community. The teacher who spearheads such a program may well expect to see expressions of delight and pride come to the faces of students as they view crowded classrooms and hallways testifying to the success of their program. Improved community-school relations are almost sure to result from the well-organized presentation of this public service program.

The pages which follow include:

(1) A description of COMMUNITY CONSUMER EDUCATION NIGHT, which, although prepared especially for your principal, contains additional suggestions of interest to teachers

(2) Detailed instructions for class committees

This material should be considered advisory only, as you will want to make adaptations dictated by local conditions and the creativity level of your students.

FOR THE PRINCIPAL

COMMUNITY CONSUMER EDUCATION NIGHT: A PUBLIC SERVICE PROGRAM WITH WIDE APPEAL

The school administrator, always concerned with improvement of school-community relations, may well find a bonanza in the concept of COMMUNITY CONSUMER EDUCATION NIGHT. This program, if well planned and administered, can render a valuable service to the community, improve the image of the school, and motivate consumer education students to heights often sought but seldom realized.

Consumer Education Night presents an opportunity for parents and other patrons to come to school where they will receive instruction in consumer education topics from area experts. The function of the school is to arrange for and facilitate the meeting of these two groups.

The potential audience is great, for everyone is a consumer; the subject is timely, for consumer education and consumerism are in the news; and the hard-pressed consumer's need for assistance is extant as he finds himself dealing ineffectually with the inflationary spiral. In every community there are experts who are willing, even eager, to share their expertise with consumers when called upon.

Pilot COMMUNITY CONSUMER EDUCATION NIGHTS were conducted in late spring, 1973, at Western Illinois University. Consumer education students helped plan, organize, promote, and carry out the project. Publicity was widespread, attendance was excellent, audience evaluation of the sessions was overwhelmingly favorable, and reaction from the community was very good.

Although used originally on the college level, the plan can be adapted easily to use by high schools.

The following schedule, based on the initial experience, appears to be suitable for COMMUNITY CONSUMER EDUCATION NIGHTS held once a week for two weeks. Those in attendance have an opportunity to choose one "mini-course" each period.

FIRST NIGHT

Mini-Course	Instructor
7:00 - 7:40	
12 Ways to Save Money on Clothing	Home Economics Teacher
12 Ways to Save on Health Dollars	Member, Local Medical Society
12 Points to Remember in Evaluating Mutual Funds	Finance Professor from Area University
7:50 - 8:30	
12 Steps in Effective Budgeting	Consumer Education Teacher
12 Things You Should Know About Social Security	Field Representative, Social Security Administration
12 Things You Should Know About Life Insurance Policy	Member, Local Association of Insurance Agents

8:30 - 8:45

Coffee Break

8:45 - 9:25

Repeat of All Six Mini-Courses

SECOND NIGHT

7:00 - 7:40	
12 Ways to Save on Auto Repairs	Auto Mechanics Teacher
12 Ways to Save on Vacation Dollars	Prof. of Recreation, Area University
12 Ways to Save on Your Food Dollar	Home Extension Advisor
7:50 - 8:30	
12 Things You Should Know About Homeowners Insurance	Member, Local Association of Insurance Agents
12 Things You Should Know About Consumer Protection	State's Attorney
12 Things You Should Know About Credit	Credit Bureau Manager

8:30 - 8:45

Coffee Break

8:45 - 9:25

Repeat of All Six Mini-Courses

The program outlined here was designed to appeal to various age groups and income levels. Each school must, of course, base its program on local needs. Pertinent topics are almost unlimited, and the list of possible speakers is long. Any school should be able to choose a good program from among the following subjects and those listed earlier:

Mini-Courses	Instructors
Your Welfare Rights	Legal Aid Representative
Getting the Most from Food Stamps	Public Assistance Official
Your Rights as a Tenant	Legal Aid Representative
What You Should Know About Home Buying	Home Builders Assn. Rep.
What You Should Know About Stocks, Bonds	Local Broker
How to Plant a Garden	Home Extension Advisor
How to Keep Your Motorbike in Repair	Consumer Education Student
What You Should Know About Wills, Estates	Local Attorney
Fraudulent Practices You Should Know About	Federal Trade Comm. Rep.

COMMUNITY CONSUMER EDUCATION NIGHTS offer great possibilities as a motivating device in consumer education classes. These students have an understanding of the place of consumers in the American economic system, and they have developed consumer skills. They have noticed, as the term progressed, that many adults often do not behave as rational consumers should. They recognize that money is often ill-spent because consumers lack information, and that consumers are sometimes defrauded. Hopefully, they will see the need for one or more COMMUNITY CONSUMER EDUCATION NIGHTS and will respond enthusiastically to the suggestion that they adopt such a program as a class project.

Consumer education teachers in your school have in their hands materials developed during the pilot program which should prove valuable to them in organizing a similar presentation. They would appreciate your support and cooperation in planning and implementing one or more CONSUMER EDUCATION NIGHTS.

INSTRUCTIONS FOR THE CO-ORDINATOR

You are, first of all, an assistant to the director. As co-ordinator, you must be alert to problems as they arise; well informed as to progress being made on all fronts; and, when the director is not available, advise various committees. Two broad areas of responsibility are as follows:

Supervision. The co-ordinator must study the program carefully, know what mini-courses are to be offered, who the speakers are, and what arrangements are to be made for physical facilities. You will be required to know the committee structure--what committees exist, their functions, and the identity of the chairmen--if you are to function effectively. This involves your being thoroughly familiar with the complete set of INSTRUCTIONS for committees. It is your job to maintain a time schedule for the accomplishment of each task by each committee, ask for and receive reports from committees periodically, note whether they are meeting objectives on time, and advise the director of any delays.

You will meet daily with the director and also attend all joint meetings with the director and committee chairmen. At least once a week, you should make a brief progress report to the class, calling upon committee chairmen for details when advisable, and accept questions and suggestions from members of the class. On Consumer Ed Night, you will need a master schedule showing responsibilities assigned all students during all class periods, and allowing at least one free period for mini-course attendance by each.

Accounting. The co-ordinator, as Project Treasurer, should receive monies generated by class activities in connection with the project, issue receipts, and keep a careful record of those receipts. It is your duty to disburse funds, with the director's approval, and to keep receipted bills

evidencing payment. You must know what the cash position is at all times, keep the director informed, and see that budgeted figures are not overspent. Remember that accounting for the receipt of funds is as important as keeping a record of their expenditure.

All these responsibilities are yours to fill, while at the same time maintaining the good will of students, faculty members, speakers, and guests. This must be done without stepping on toes or seeming to be officious. If you are slightly super-human, it will help!

SELECTED FORMS FOR CO-ORDINATORS

EXAMPLE OF STUDENT ASSIGNMENT SHEET (FRAGMENT)

Class Period	Time	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
First Period	Pre-							
	7:00							
	7:20							
Second Period	7:50							
	8:10							
Break	8:30							
Third Period	8:45							
	9:05							
	Post-							

EXAMPLES OF STAFFING SCHEDULES (FRAGMENTS)

Class Period	Assignment	Mini-Courses #1	Mini-Courses #2
First Period	Speaker's Assistant		
	Projectionist		

Time	Assignment	Registration Tables #1	Registration Tables #2
6:15 to 7:00	Attendant #1		
	Attendant #2		
	Host/Hostess		
7:00 to 7:45	Attendant #1		
	Attendant #2		
	Host/Hostess		

INSTRUCTIONS FOR THE COURTESY COMMITTEE

Your COMMUNITY CONSUMER EDUCATION NIGHT responsibility is to extend every courtesy to speakers and to those who attend the program. As a result of your work, a favorable image of the consumer education class will be created and participants will look upon Consumer Ed Night as a pleasant experience. Plan your work carefully, maintain a time schedule for the completion of each job, and see that each member of the committee knows what he is to do. The director will assign duties to you from time to time, but most of your responsibilities will lie in the following areas:

Handling Correspondence. Compose and type letters as requested by committee chairmen, the co-ordinator, and the director. These may include, for example, letters to local organizations, ministers, television and radio stations, as well as a minimum of three letters to each speaker according to the following schedule:

> Within three days after a speaker accepts an assignment: letter expressing appreciation for his acceptance and providing whatever information is available with respect to the entire program, time schedules, room assignments, and name of his assistant.
>
> One week before date for Consumer Ed Night: letter stating that you look forward to having him on the program, reminding him of basic program details, and providing any additional information which might be helpful to him
>
> Two days after Consumer Ed Night: letter commenting on the excellence of his presentation and thanking him for contributing to the success of the program.

All correspondence should be turned over to the director for approval before mailing. Examples of letters which may prove of value to you are included with these instructions.

Designing and Duplicating. Design a simple registration form, a mini-course schedule, and an audience evaluation report. After the director has approved these designs, prepare mats, stencils, or masters and run the required number of copies. Audience evaluation reports should be turned over to Speakers' Assistants at least one week before the program is to be presented; your committee will want to retain registration forms and mini-course schedules for use during registration. You should also design, or otherwise provide for, name tags to be used by class members, guests, and speakers at COMMUNITY CONSUMER EDUCATION NIGHT. Perhaps you will find helpful the attached examples of all these forms.

Planning and Conducting Registration. Arrange for a registration table and two chairs to be placed in the entranceway adjacent to each outside door through which admittance may be gained during Consumer Ed Night. These stations should be manned until the third period has begun, for only then can you be sure that all guests have arrived. Have a good supply of pencils, name tags, felt pens for printing names on tags, registration blanks, and mini-course schedules at each station. As a guest completes the registration form, he will present it to one of the two committee members at the table. The student will keep the registration form, print the guest's name on a tag, and give the name tag and a mini-course schedule to the guest. A Host or Hostess from your committee or the Promotion Committee should be nearby to escort registrants to class-

rooms if directions are needed. Completed registration forms are to be turned over to the co-ordinator at the close of the program.

A larger registration table and several additional chairs will be needed at each station if admission to the building is limited to only one or two doors on Consumer Ed Night. Often it is helpful to leave some registration forms on a second table nearby. This will enable guests to complete forms before approaching the registration table and thereby expedite the process.

Schedules of committee members should be so arranged that tables are fully staffed at all times, yet each student has an opportunity to attend at least one mini-course during the evening.

Preparing and Serving Coffee. Only fifteen minutes is provided in the time schedule for a coffee break, so coffee must be dispensed quickly. Arrange for tables at several coffee stations near classrooms, and have the following supplies at each: large coffee pot, paper cups, stirrers, sugar, cream or substitute, and napkins. Committee members should determine well in advance how to make coffee in the appliance provided. Coffee should be started no later than the beginning of the second class period. When the second period ends, those two committee members who are at each station should begin filling cups with coffee so they can be picked up quickly by those desiring refreshment. Other materials (sugar, etc.) should be on a second table nearby. Elaborate appointments and a variety of beverages are not necessary at a program of this type, but you will find that most adults want coffee. Hosts and Hostesses should guide guests to those coffee stations that are not already overcrowded.

Members of this committee are responsible for cleaning up each coffee station when the coffee break ends. Coffee grounds should be disposed of, used materials gathered and placed in trash cans, clean supplies packed and put away, coffee pots washed, and tables wiped clean. Returnable materials should be taken to the store the following day for credit or refund. Perhaps you can arrange for the donation of coffee supplies by class members, their parents, or patrons. When purchases are necessary, care should be exercised in shopping for the best buy.

AUDIENCE EVALUATION REPORT

Mini-Course Topic_____

In your opinion, was the course:

Excellent Good Fair Poor

Thank you for attending Consumer Ed Night. Please list some topics you would like to have covered in the next series of mini-courses.

_____

_____

WELCOME TO COMMUNITY CONSUMER EDUCATION NIGHT!

Registration Form

Name_____

Address_____

_____

MY NAME IS

Welcome to Central High!

NAME TAG

The Reverend----------
----------Church

Central, IL --------

Dear Reverend----------:

I am enclosing an announcement of COMMUNITY CONSUMER EDUCATION NIGHT which is scheduled for May ___, from 7:00 until 9:25, at Central High School.

The development of consumer skills is very important to most of us today as we experience increasing inflationary pressures, and we believe this community program has a great deal to offer young people and adults of all economic levels. There will be no admission charge to any of the sessions.

We hope you will have an opportunity to attend some of the lectures, and we urge you to make information about the program available to your members through announcements or notes in church bulletins and newsletters.

Sincerely yours,

Student Co-ordinator
COMMUNITY CONSUMER EDUCATION NIGHTS

EXAMPLE OF LETTER TO RADIO AND TV STATIONS

Program Director
Channel __ TV
Central, IL -------

Dear Sir:

Will you please include mention of COMMUNITY CONSUMER EDUCATION NIGHT among your public service announcements this week?

Program details are outlined in the attached material. Note that there is NO admission charge, that meetings will begin at 7:00 p.m. on May __, and that sessions will be held in first floor rooms of Central High School.

COMMUNITY CONSUMER EDUCATION NIGHT is being arranged by students in consumer education classes at Central High School. They have put together a great program; now all they need is an audience so they can demonstrate the value of the project. We surely will appreciate your help in publicizing the event.

Sincerely yours,

Consumer Education Teacher

---:

We surely do appreciate your willingness to participate in COMMUNITY CONSUMER EDUCATION NIGHT which the consumer education class at Central High School is planning for the month of May. I am enclosing a tentative program for you to look over, and I encourage you to call me at ---------- if you have questions. All sessions are scheduled for rooms on the first floor of the main building.

One of our students, , will soon be in contact with you to determine whether can be of assistance in working out visual aids, arranging for equipment you will need, etc. It would be helpful if you could outline, within the next week, major points you will be making in your presentation so that we will have time to prepare slides, transparencies, etc., to go along with your discussion. Of course if you have visuals already prepared, we will be glad for you to use them; and if you think that aids of this type will not be necessary, then we will abide by your judgment.

This student will be present also at the time you make your presentation and will assist you in any way possible. When the group has gathered, and the appointed time arrives, you should begin your part of the program. You will be in complete charge and should introduce yourself to the audience. Other group meetings will be in progress in adjoining rooms when you are talking to your "students."

Community Consumer Education Night is planned as a service to the community, and no fee will be charged for admission. We regret therefore that we cannot offer you an honorarium for your services. It is hoped that a large number of people from town will attend these programs, but it will be impossible for us to know in advance how many to expect. All presentations should be very practical, emphasizing how one can be an effective consumer, making the most of what resources he has. Our promotion will emphasize "144 Ways to Save Money and/or Spend Wisely," and this will have more applicability to some presentations than others. Although we are using the magic number 12 in promoting the program, you should not feel restricted to 12 points in your presentation.

All "mini-courses" are limited to 40 minutes, and this means that coverage will be minimal. We encourage you to have forms, brochures, or handouts of some type to distribute to the audience so they will have printed material of value to take home with them. Students will assist you in preparing or duplicating this material.

Thanks again for cooperating with us in this venture, and we shall certainly recognize your contribution in our promotional campaign.

Please encourage your friends, neighbors, and colleagues to attend this COMMUNITY CONSUMER EDUCATION NIGHT.

Sincerely,

Consumer Education Teacher

---:

We look forward to having you with us on COMMUNITY CONSUMER NIGHT and want to thank you again for the contribution you are making to the success of this program.

All presentations are scheduled for 40 minutes. The first series of three lectures will begin at 7:00 in rooms indicated on the attached sheet. Ten minutes are allowed for changing classrooms at 7:40, and the second series of three lectures will begin at 7:50. Following a 15-minute coffee break beginning at 8:30, all six lectures will be repeated at 8:45.

Please do not hesitate to call on me if I can be of assistance.

Sincerely,

Consumer Education Teacher

---:

Thank you very much for being a part of COMMUNITY CONSUMER EDUCATION NIGHT. Community response was so satisfactory that we hope to offer community service programs of this type on a regular basis.

We heard many fine comments about your presentation and written evaluations were overwhelmingly favorable and complimentary. I know the experience must have been the source of great personal satisfaction for you.

(Name of Consumer Education Teacher) and all students who helped with this project join me in thanking you and in expressing appreciation for the excellent contribution you made to its success.

Sincerely,

Student Co-ordinator
COMMUNITY CONSUMER EDUCATION NIGHT

xx

cc: (Note: a carbon copy should be sent to the participant's employer or supervisor, if any.)

SAVE MONEY! SPEND WISELY! FIGHT INFLATION! 33

Everyone Invited

Choose from 1 to 3
Mini-Courses Each Night

A COMMUNITY PROGRAM IN CONSUMER EDUCATION
Featuring Dozens of Ways to Save Money, Spend Wisely, Fight Inflation

May 3

Mini-Courses	Central High Classroom Nbr.	Time (PM)	Lecture Repeated
12 Ways to Save Money on Clothing Conducted by Bettye Swanson, WIU	107	7:00	8:45
12 Ways to Save on Your Health Dollar Conducted by Bob Vanni, WIU	108	7:00	8:45
12 Points to Remember - Evaluating Mutual Funds Conducted by Ed Sims, WIU	112	7:00	8:45
12 Things You Should Know About Social Security (Emphasis on Retirement) Conducted by Grant Wittler, Social Security Administration	130	7:50	8:45
12 Steps in Effective Budgeting Conducted by Ross E. Lowe, WIU	120	7:50	8:45
12 Things You Should Know About Your Life Insurance Policy Conducted by George Potter, WIU	132	7:50	8:45

May 10

12 Ways to Save on Your Auto Repairs Conducted by Roy Howard	107	7:00	8:45
12 Ways to Save on Your Leisure Time Dollar Conducted by Darrell Negley, WIU	108	7:00	8:45
12 Ways to Save on Your Food Dollar Conducted by Ruth Hare, Extension Adviser	120	7:00	8:45
12 Things You Should Know About Your Homeowners Policy Conducted by Dick Strong, Strong Agency	112	7:50	8:45
12 Things You Should Know About Consumer Protection Conducted by Henry J. Sintzenich, States Attorney	130	7:50	8:45
12 Things You Should Know About Credit Conducted by Mr. & Mrs. Gordon Schenck, Credit Bureau	132	7:50	8:45

COMMUNITY CONSUMER EDUCATION NIGHTS ARE SPONSORED BY
CONSUMER EDUCATION CLASSES AT CENTRAL HIGH SCHOOL

No Admission Charge

EXAMPLE OF MINI-COURSE SCHEDULE

INSTRUCTIONS FOR THE PROMOTION COMMITTEE

People in the community must be well informed in advance about COMMUNITY CONSUMER EDUCATION NIGHT if the program is to be a success. It is your chief responsibility to saturate the area with advertising messages until most consumers in the town or neighborhood know when and where the program will be held and are convinced that it will be worthwhile. Yours is a crucial, exciting assignment, providing you with maximum opportunities to be imaginative and creative. Plan your campaign carefully and set up a time schedule for the completion of each objective. Have some public relations material going out from your committee every day. Compose announcements and advertisements thoughtfully and precisely in order to assure maximum benefit from each. Emphasize WHO, WHAT, WHEN, WHERE, and WHY wherever possible. Be courteous, well mannered and on your best behavior when dealing with merchants and media on behalf of the consumer ed class. Your strategy should include many of the following media and activities:

Person to Person. Students in the class will be your best resource Ask each one to publicize the program among friends and family; encourage him to call at least five neighbors, urging attendance.

Marquees and Signboards. Arrange with managers of stores, drive-ins, and other firms with marquees and outdoor signs to feature Consumer Ed Night in unused space.

Personal Letters. Contact the COURTESY COMMITTEE for assistance in getting out direct-mail letters to ministers, lodges, women's clubs, and civic groups. Your letters should ask that the recipient tell organization members about Consumer Ed Night, and be accompanied by a copy of the mini-course schedule. The COURTESY COMMITTEE has examples of letters which may help you.

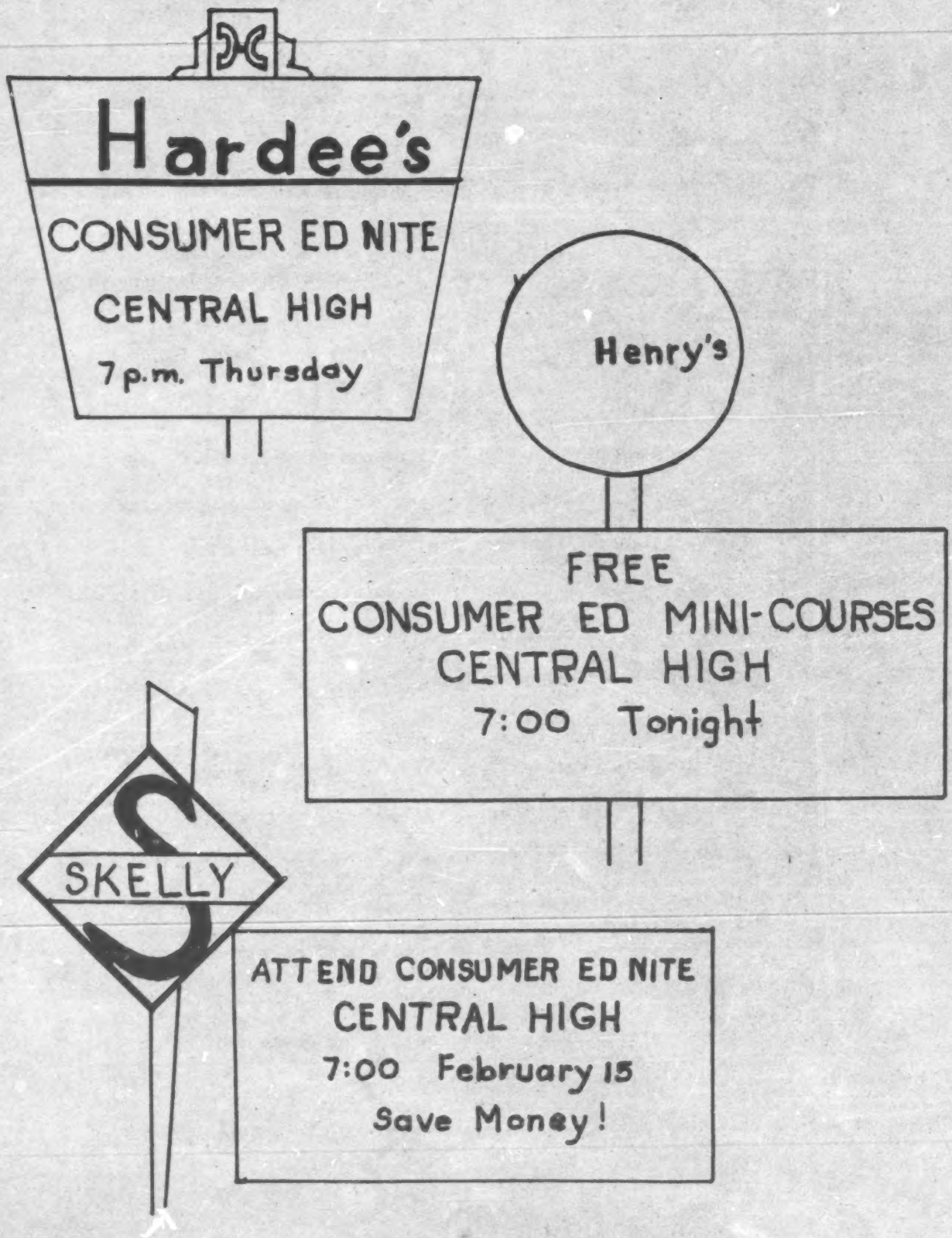
Posters and Flyers. Arrange for the school print shop to prepare posters for you, then ask local merchants for permission to display these cards in stores and to leave copies of mini-course schedules near posters.

Radio and Television. Prepare spot announcements for use by radio and television stations as a part of their public service programming. Ask the program director to schedule the teacher, co-ordinator, or the committee as guests on public service interview shows. Those who are to appear on the show should conduct practice sessions prior to the interview, asking of each other questions which can be anticipated. Take promotional literature with you to the studio for reference, but you must be thoroughly familiar with the entire program as well as names and qualifications of speakers.

Newspapers. Provide the school newspaper and local newspaper with carefully prepared news releases. Arrange for display ads featuring Consumer Education Night in the local paper, and investigate the possibility of having copies of mini-courses schedules inserted in each copy of the Shopping News if one is published in your area. Investigate prices of ads and inserts before committing yourself.

Included with these instructions are examples of display ads, news releases, spot announcements, and outdoor advertisements.

Your promotional work will be completed when Consumer Ed Night begins, and you can take a great deal of pride in the part you played toward attracting a large crowd. You will be needed at Consumer Ed Night, too. Plan with the COURTESY COMMITTEE how you can be of assistance at registration, at coffee stations, and in the capacity of hosts and hostesses. The director and co-ordinator will need your assistance in dealing with problem situations as they arise, so you must report to them for instructions and make yourself available throughout the evening.


Hardee's
CONSUMER ED NITE
CENTRAL HIGH
7 p.m. Thursday
Henry's
FREE
CONSUMER ED MINI-COURSES
CENTRAL HIGH
7:00 Tonight
SKELLY
ATTEND CONSUMER ED NITE
CENTRAL HIGH
7:00 February 15
Save Money!

COMMUNITY CONSUMER ED NIGHT
Central High School
7:00 p.m. Thursday, May 3

FREE!! FREE!!

HOW TO:

- Save Money on Clothing
- Control Health Care Costs
- Prepare & Follow A Budget

WHAT YOU SHOULD KNOW ABOUT:

- Mutual Funds

Mini-Courses c
and other

Sponsored

FREE! FREE!
COMMUNITY CONSUMER EDUCATION NIGHT
Thursday, May 10 7:00 P.M.

CENTRAL HIGH SCHOOL

New Topics New Speakers

HOW TO:

Save on Your Auto Repairs
Save on Your Leisure Time Dollar
Save on Your Food Dollar

WHAT YOU SHOULD KNOW ABOUT:

Homeowner's Insurance Consumer Protection Credit

TO THE PEOPLE OF CENTRAL, ILLINOIS:

Thank you for your overwhelming response to our first Consumer Education Night last week.

Sponsored by:
Consumer Education Classes at Central High School

SAVE MONEY!
FIGHT INFLATION!

ATTEND COMMUNITY CONSUMER EDUCATION NIGHTS

7:00 THURSDAY
MAY 3 & MAY 10

CENTRAL HIGH SCHOOL
LEARN 144 WAYS TO IMPROVE CONSUMER SKILLS

YOU ARE INVITED! NO ADMISSION CHARGE

SPONSORED BY
CONSUMER EDUCATION CLASSES
CENTRAL HIGH SCHOOL

Consumer Education Classes at Central High School announce another free

COMMUNITY CONSUMER EDUCATION NIGHT

Thursday, May 18 7:00 p.m.
Central High Auditorium

WHAT YOU SHOULD KNOW ABOUT YOUR REAL ESTATE TAXES

- Why Taxes Were Increased
- How Revenue Sharing Benefits Us
- Financing at City Hospital
- Why The Pauper Fund Increased
- What is Being Done to Cut Costs of City Government
- The Assessment Process

AND MANY OTHER QUESTIONS ANSWERED

Conducted by the Mayor and Members of the City Council

You are Invited to Attend

COMMUNITY CONSUMER EDUCATION NIGHT
Tuesday, February 13, 7:00 p.m.
Central High School

WHAT YOU SHOULD KNOW ABOUT PERSONAL INCOME TAXES

7:00 Becoming Acquainted With 1040 and 1040A
7:20 What is Income
7:40 Deductions and Exemptions
8:15 Coffee Break
8:30 Gains and Losses
9:00 Special Problems

Conducted by Experts from IRS and from Area University

Sponsored by the Consumer Education Class at CENTRAL HIGH SCHOOL

No Admission Charge

EXAMPLE OF A NEWS RELEASE

CENTRAL HIGH SCHOOL
Central, Illinois 61455

N E W S R E L E A S E

IMMEDIATE RELEASE

From: John Smith
Consumer Education Teacher

CENTRAL, Ill., March 15--A special community program in consumer education, featuring dozens of ways to save money, spend wisely and fight inflation, will be presented free to the public at 7:00 Thursday, March 24, at Central High School.

Clothing, Mutual Funds, Social Security, and Life Insurance are just some of the topics to be discussed by guest experts.

Mini-courses are scheduled at 7:00, 7:50, and repeated at 8:45, all at Central High School. These Community Consumer Education Nights are being planned and coordinated by the consumer education class at Central.

Speakers, their topics and times are as follows: [Supply detailed program information]

-js-

EXAMPLE OF A SPOT ANNOUNCEMENT

Did you resolve in January to set up a budget--and then never get around to it? Or did you try budgeting once and give it up because it involved too much bookkeeping? Learn the easy way to budget!

Attend COMMUNITY CONSUMER EDUCATION NIGHT at Central High on Thursday, March 24. There you will have a chance to learn about budgeting, as well as how to save money on clothing, food, and auto repairs. This FREE program, open to the public, is sponsored by Consumer Education classes at Central High.

INSTRUCTIONS FOR THE AUDIO-VISUAL COMMITTEE

Your committee assignment is a pleasant one, but it requires careful planning and an operating knowledge of various types of equipment.

Within a day or two after committees are organized, you should take inventory of audio-visual equipment which will be available during COMMUNITY CONSUMER EDUCATION NIGHT. List all tape and video-tape recorders; as well as all motion picture, slide, filmstrip, opaque, DuKane, and overhead projectors which are on hand or can be checked out from a central office. Note the location of each piece of equipment on the list and identify it by Board of Education Inventory Number.

A copy of this list must be turned over to SPEAKERS' ASSISTANTS as soon as possible, as this will enable them to work more effectively with speakers in planning presentations. If video-tape recorders are available, consult with your teacher to determine which mini-courses he would like to have taped for use in classes later. Committee members who operate this equipment must be as unobtrusive as possible while taping, being careful not to interfere with the speaker's effectiveness.

SPEAKERS' ASSISTANTS will inform you of equipment requirements for the various mini-courses. It is your responsibility to see that machines are placed in assigned classrooms well in advance of need and that they are all operating properly. One member of the committee should be appointed to operate equipment at each session requiring this service. He must have extra projector lamps with him for emergency use. At the conclusion of the session for which he is responsible, he is expected to move the equipment to the classroom in which it is scheduled for use the following period.

This committee is responsible for neatly coiling extension cords, placing each piece of A-V equipment in its appropriate case, and returning the equipment to its customary location at the end of the last Consumer Ed Night session.

The AUDIO-VISUAL COMMITTEE is also expected to plan a filmed record of COMMUNITY CONSUMER EDUCATION NIGHT. This record may include pictures of committees at work prior to the night of the program; shots of advertisements in store windows and on marquees; and, on Consumer Ed Night, pictures of guests entering the building, registering, attending sessions, and talking among themselves at coffee stations.

Film and developing costs are high, so this project must be planned with care. Decide which aspects of the program are to be recorded on film and prepare a schedule for the photographer. It would be advisable to have as a member of this committee an experienced photographer with access to relatively sophisticated equipment, as small cameras are not adequate.

If there is a photography class at your school, enlist the aid of its instructor. He may be able to provide equipment, supplies and services at cost--or without charge.

Members of this committee must not limit their activities unduly. They should make whatever contribution they can to the success of Consumer Ed Night by willingly assisting the director, co-ordinator, and other committees in any way possible.

INSTRUCTIONS FOR SPEAKERS' ASSISTANTS

The Consumer Education Class as a whole has planned the program for COMMUNITY CONSUMER EDUCATION NIGHT. With this initial step completed, SPEAKERS' ASSISTANTS assume the functions of a Program Committee. You have a challenging and educational assignment which will bring you into contact with some of the most respected adult members of the community. Precise duties of assistants will depend on speakers, but three major areas of responsibility are discussed below.

Extending Invitations to Speakers. You are expected to work with the director in seeing that personal invitations are extended to speakers. The teacher may prefer to make the first contact, or members of the class who are personally acquainted with speakers may deliver invitations. Otherwise, SPEAKERS' ASSISTANTS have this responsibility. It is suggested that you go to the speaker's place of business, calling beforehand for an appointment if this seems desirable, and discuss the objective of the program, its format and theme. Let the prospective speaker know that the class voted to have him participate, and define the topic they wish discussed. Inform him that a member of your committee will be designated as his assistant and will help in every way possible. Encourage acceptance of the invitation. He may agree immediately, or perhaps he will ask you to call in a few days for his decision.

Conferring With Speaker Assigned to You. Within a day or two after being assigned to work with a specified speaker, arrange a conference with him. Find out from the AUDIO-VISUAL COMMITTEE what equipment will be available for the speaker's use. Pass this information along to him, and volunteer to see that transparencies and slides illustrating his lecture are made. Indicate also your willingness to type and duplicate handouts for distribution during his course. Mention that you will be glad to have

him come to school and look over the classroom where his presentation is scheduled. Assure him that you will be present during his course, will distribute materials and assist in demonstrations if he wishes. During this first visit, suggest that you return in a week's time to pick up any work he has for you. The speaker may not want to use visuals, or even distribute materials. That is his privilege, so do not be disturbed by it. If he asks about supplies and equipment with which you are not familiar, agree to call him later with the information. Notify the AUDIO-VISUAL COMMITTEE as soon as possible what A-V equipment will be needed at your session, as members of that committee have responsibility for placing and operating machines.

Assisting During Consumer Ed Night. Regulate heating and ventilation in the room where your mini-course will be held, and then station yourself where you can greet the speaker as he arrives at school. See that he is registered quickly, and escort him to the classroom. Be courteous, pleasant, and attempt to put him at ease. When guests begin arriving for the lecture, give each one an AUDIENCE EVALUATION FORM. These reports, which are confidential, should be collected as the audience leaves and turned over to the director or co-ordinator later.

During the speaker's presentation, assist in the distribution of materials, darken the room if necessary when visuals are to be shown, and assist otherwise as the speaker requests.

Collect undistributed materials at the close of the class period, and turn them over to the teacher for use in consumer ed classes later--unless the speaker asks that they be returned to him. Prepare the room for the next mini-course. You should express appreciation to the speaker for taking part in Consumer Ed Night, go with him to a coffee station if one is operating, and invite him to attend some of the other mini-courses.

FORM FOR REPORTING CONSUMER EDUCATION NIGHT PROGRAMS

Miss Marilyn Metcalf
Instructional Services Specialist
Office of the Superintendent of Public Instruction
Springfield, IL 62706

Dear Miss Metcalf:

We are enclosing a copy of the program distributed at COMMUNITY CONSUMER EDUCATION NIGHT, which was held at _____school on _____.
date

Attendance was approximately _____, and the mini-course which drew the largest audience was _____.

In our opinion, the program was (very successful, moderately successful, unsuccessful), and we (do, do not) anticipate future offerings of this type.

The booklet, How to Conduct Community Consumer Education Night, was of (considerable, moderate, little) value to us.

Sincerely,

Consumer Education Teacher